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done. The last *Calendar* contains the names of 144 diploma schools. This tendency may show itself in hasty and superficial examinations or in infrequent ones, or in both these results. If this is not the case, then too much committee service may be thrown upon professors, thus calling them away from their regular and appropriate work. It may be added that the larger the diploma circle becomes, the less close the tie between the University and the school is likely to be, and the more loosely is the whole system likely to be administered. But a reasonable conservatism in administration will furnish a safeguard against these dangers.

Naturally there is some difference of opinion in the faculty relative to the system. Some professors value it more, some less. I am not aware that any seek its abolition; some perhaps think it is now administered in too free a spirit. As a whole the faculty believes strongly in the plan and would not consent to see it exchanged for any competing plan, and perhaps least of all for the old examination system.

THE CHICAGO PLAN.

PROFESSOR HARRY PRATT JUDSON, UNIVERSITY OF CHICAGO.

The University of Chicago has an Academy under its direct control, and is affiliated with certain other academies whose educational policy it directs. But with reference to these institutions there need be no discussion. This paper will be confined to the relation of coöperation recently established with Secondary Schools which the University does not control.

The steps to be taken in establishing the relation in question are these: First, The University takes the initiative. The reasons for this are obvious and need not be discussed. If it appears that the school desires to coöperate, The University then sends an officer who gives a careful inspection. This inspection covers the material equipment, the course of study, the qualifications of teachers and the methods of instructions. The inspector's report is quite elaborate and is placed on file in the office of The Uni-

versity Examiner. A second visit is then made to the school by a member of the faculty of The University, who pays particular attention to the instruction. He also files a careful report. The acceptance of the school is then considered by The University Board of Affiliations, and their action is based on the two reports in question. If the school is accepted, its teachers then become Advisory Examiners of The University. At the close of a subject of instruction the teacher of a class prepares a list of questions. This is sent to The University at a suitable time preceding the date set for the examination and is put in the hands of the Department Examiner. It is then returned with his comments to the teacher. The examination being held, the answer papers together with the questions are sent to The University. The answer papers need not be marked by the school, although it is expected that the teachers will send only those papers which they consider up to the grade. The answer papers are then read and marked by The University readers and the results entered in the records of the Examiner's office, a copy being sent to the school. At the same time with the answer paper, the teacher sends to The University the term record of the students under examination. This is simply for the enlightenment of The University and may be used in the consideration of doubtful cases. A student who, on successive examinations, finally completes the requirements of The University, thereby becomes entitled to admission.

Of course, it is understood that many students will take the examinations who never come to The University and those who do that and who pass the various requirements, are under no obligation whatever to come here.

The supposed advantages of the system are these: In the first place it preserves the system of examinations. Whether examinations are or are not all-important, need not here be discussed. That the system has great advantages there is no doubt. These advantages The University desires to preserve. At the same time, by taking into account the work students have done throughout the term, it is thought that injustice may be avoided.

In the next place, The University keeps in touch with the examinations and is able to give the benefit of its experience and of its standards to the teachers in the schools. This is thought to be of large importance in order to unify the system of examinations in different schools and in order to keep them up to a high standard. At the same time if The University should prepare its examinations independently of the schools the disadvantage is at once incurred of making questions which are not in all respects adapted to every class in schools in different parts of the country. It is thought that the teacher who has conducted a class is, after all, the proper person to prepare a just examination and, if that examination is revised by The University authorities, it would seem that all reasonable needs are secured.

It ought to be added that The University still retains a system of examinations of its own both in the quadrangles, and in other cities. This is for the benefit of students who are not connected with any of The University affiliated schools or with any of the coöperating schools, and any student who shows himself qualified on these examinations can enter The University.

The relation between The University and the coöperating schools will be made still closer by the fact that to each school is assigned a member of the faculty as a school counselor. He will be expected to visit the school from time to time—to make such inspection as may seem advisable—and to represent the school before The University Board of Affiliations on the one hand, and on the other hand, of course, to represent The University with the school officers. By his keeping, in this way, in constant touch with what is going on between the two institutions, it is hoped that both will be benefited.

THE EXAMINATION SYSTEM OF ADMISSION TO COLLEGE.

PROFESSOR CLIFFORD H. MOORE, UNIVERSITY OF CHICAGO.

Before we consider entrance examinations as a means of determining the fitness of a candidate for matriculation in college, it may not be amiss for me to say a few words as to my